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ABSTRACT

The 1983 summer E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program provided supplementary career education and daily living skills instruction to 780 students residing in facilities for neglected and delinquent children and youth. Analyses of the pupil achievement data indicated that the program was highly effective: nearly all participants met the achievement objective of mastery of at least 75 percent of their short-term instructional objectives and over 80 percent mastered all. Analyses of the number of skills mastered showed that nearly all participants mastered at least one skill and 76 percent mastered three or more. There was a strong relationship between program attendance and student mastery. The program continued to implement recommendations from previous cycles for early pre-planning and, in response to a recommendation from the 1982 evaluation, hired paraprofessional educational assistants to help with individualization of instruction. Finally, in a continuation of modifications made during the 1982-83 full-year program, assessment of student progress was linked to ongoing instructional planning, which was expanded to include activities of daily living skills and career education. For continued effectiveness of this program, it is recommended that paraprofessionals be hired for all sites where staff feel that the addition of paraprofessional support would improve program service. (GC)

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E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program

Summer 1983

OEE Evaluation Report

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FINAL EVALUATION REPORT

July, 1984

E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program
Summer 1983

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A SUMMARY OF THE EVALUATION

The 1983 summer E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program provided supplementary career education and daily living skills instruction to 780 students residing in facilities for neglected and delinquent children and youth; compared to recent cycles, more than three times as many students were served this year. Analyses of the pupil achievement data indicated that the program was highly effective in meeting its proposed goals. Nearly all (98.8 percent) of the participating students met the achievement objective of mastery of at least 75 percent of their short-term instructional objectives and 81.7 percent mastered all. Accordingly, the criterion of 100 percent was essentially met and the pupil achievement objective was attained.

Analyses of the number of skills mastered showed that nearly all participants (97.9 percent) mastered at least one skill and 76.1 percent mastered three or more. There was a strong relationship between program attendance and student mastery.

The program continued to implement recommendations from previous cycles for early pre-planning and, in response to a recommendation from the evaluation of the 1982 program, hired paraprofessional educational assistants to help with individualization of instruction. Finally, in a continuation of modifications made during the 1982-83 full-year program, assessment of student progress was linked to on-going instructional planning which was expanded to include activities of daily living skills as well as career education.

For continued effectiveness of this program it is recommended that pre-planning again be initiated as early as possible and that paraprofessionals be hired for all sites where staff feel they would improve program service.

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I. INTRODUCTION

This report documents the 1983 summer session of the E.C.I.A. Chapter 1, Part B Institutionalized Facilities program administered by the Division of Special Education (D.S.E.) of the New York City Public Schools. In its fourteenth year the six-week summer program served 780 students residing in facilities for the neglected and delinquent. Continuing a program focus established in the previous cycle, students received individualized vocational and occupational instruction.

Results of the evaluation of the 1981 summer session indicated that the program was effective in meeting its proposed goals for providing remedial reading and mathematics instruction in the context of vocational and occupational education. Nearly all (89.6 percent) of the approximately 250 participants mastered at least one new skill in reading and most (75.4 percent) mastered two or more. At sites offering mathematics instruction 92 percent of the students mastered at least one skill and 75.3 percent mastered two or more.

Recommendations based on the 1981 findings included giving greater attention to pre-planning, increasing the amount of pre-program training, and considering methods for maximizing the effectiveness of supervision.

Results of the evaluation of the 1982 summer cycle, which served approximately 200 students, indicated that the program continued to be effective; following directives from the New York State Department of Education, the program focussed entirely on career education. Nearly all (94.1 percent) of the participating students met the objective of mastery of at least two new vocational skills, as measured by the Career Education/Pre-Vocational Skills Assessment Inventory.

The 1982 summer program implemented a number of recommendations for improvement which were made in the previous cycle's evaluation. Specifically, the program coordinator participated in pre-planning with the result that staff were hired and trained prior to the beginning of the program, the institutional agencies cooperated more effectively, and supplies were received and distributed at the pre-program training session. Pre-program training was extended from two to three hours and the coordinator made weekly site visits providing on-going training to program staff and communication with agency personnel.

In addition to a recommendation for continued early pre-planning, the 1982 evaluation recommended that the program employ paraprofessional educational assistants in order to maximize individualization of instruction.

Data which form the basis for the current evaluation were gathered by the Office of Educational Evaluation (O.E.E.). These included quantitative data documenting pupil achievement and qualitative data on program implementation obtained through observations and interviews of program staff. The following chapters present the 1983 findings on program implementation and pupil achievement and conclusions and recommendations.

II. EVALUATION OF PROGRAM IMPLEMENTATION

PROGRAM DESCRIPTION

The summer, 1983, E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program for neglected and delinquent children provided vocational and occupational instruction to 780 students served by 11 agencies at 14 facilities located in the Bronx, Brooklyn, Queens, and Staten Island. Educational sessions were held for three hours a day, Monday through Friday, from July 6, to August 17, 1983.

The large majority of students served were in prison at Rikers Island. Other delinquent youth were in diagnostic centers prior to long-term placement and some participants were residents of facilities for neglected or emotionally handicapped children and youth. With the exception of students at one site which served children from six to 12 years of age, all participants were between 12 and 17. The following institutions each had one or two summer program sites: Ashford, Atlantic, Baychester, Hegeman, and McDougal Diagnostic Centers; Group Live In Experience (G.L.I.E.); Ittleson; Market Street; Pius XII; St. John's; and Rikers Island.

Summer staff included the program coordinator, 32 teachers, and, in response to a recommendation from the previous evaluation, six educational assistants. Thirteen of the 32 teachers taught at Rikers Island.

METHODOLOGY

O.E.E.-trained field consultants visited each of the 14 sites to observe the implementation of the program and to interview teachers. Observation and interview data were recorded on O.E.E.-developed forms.

FINDINGS

Physical Setting and Class Size

At nine of the sites instruction took place in regular classrooms which had movable furniture, chalkboards, and storage areas. In five sites sessions were held in the following: living room, dining room, combination office/classroom, a small room which had been converted to a classroom, and a classroom-sized lounge. Although all teachers stated that the settings were adequate, in five instances the rooms were uncomfortably warm which reportedly interfered with instruction.

Class registers ranged from six to 15 and averaged eight and the number of students present ranged from three to ten and averaged six. Reasons given for the discrepancy were that students were seen individually throughout the session or that program attendance was not required by institution staff. In other cases, students were employed or were in court.

Instructional Goals, Activities, and Materials

Teachers stated a variety of goals for the program which can be summarized as follows:

- to help students develop an awareness of work and to begin to think of themselves within the framework of work or career life;
- to provide students with some skills necessary for obtaining and keeping jobs, such as control of impulsive behavior, more rational thinking, and proper behavior during a job interview; and
- to improve students' basic skills in writing, mathematics, and reading by incorporating them into vocationally-oriented lessons.

Teachers described a range of methods used to accomplish their goals. Among them were instruction in the use of newspaper ads, completing a job application, or keeping a check book; work book exercises; field trips to various firms; and for very young children, use of a play store to teach concepts of purchasing and making change.

Activities observed by field consultants paralleled those described by teachers and included the reading and discussion of want ads, filling out applications, completing workbook exercises concerning getting and keeping jobs, reading newspaper stories for names of occupations, discussing job qualifications, and figuring out deductions based on gross and net pay.

All instruction was individualized and in most cases teachers worked one-to-one with students. In three instances individualized work followed a group lesson and group discussions were observed five times. Teachers cited a number of commercially-prepared and other materials as being effective for this program. Mentioned most often were Globe Me and Jobs and Learning Trends Series; Educational Design Life Skills Series, Attitudes on the Jobs, and Stories That Are Not Boring; and Janus Job Planner, as well as newspaper want ads, circulars, pay checks and stubs, and subway maps.

Materials seen in use reflected teachers' preferences. According to interviews, all materials were available in adequate supply; however two teachers found the program materials inappropriate for their students.

Student Records and Assessment

Individual students records were available at every site. These contained tests results, work samples, teacher logs, attendance, student's

progress, lesson plans, and in two cases, I.E.P.s, anecdotes, health records, and student contracts.

All students were assessed with the Career Education/Prevocational Skills Inventory. Teachers also used a variety of supplementary tests, including the WRAT, Degrees of Reading Power, Metropolitan Achievement Test, and the Dolch word list to informally determine levels of students' educational functioning.

Eleven teachers said they found the Career Education instrument "somewhat" to "very" useful in determining instructional objectives. Two felt it was at too low a level for their students and one found it too high, but felt that the alternative, the Activities of Daily Living instrument, was also inappropriate.

Teacher Background, In-Service Training, and Supervision

All 14 of the teachers interviewed had at least three years of teaching experience and nine had eleven or more. Program records indicated that 29 of the 32 summer program teachers attended a three-hour pre-program orientation; the other three, who were hired after the program began, were given individual orientations by the program coordinator. The program coordinator also made scheduled site visits and provided on-going staff training.

Staff Perceptions

Teachers saw the program as providing students with a positive, practical educational experience and cited the following as program strengths: the spontaneity and flexibility possible because of small class size; the opportunity for institutionalized students to prepare

for life in the larger world; and, in most cases, the excellent cooperation of agency staff.

Factors seen as problems for implementation were often mitigated by the program's flexibility. For instance, student motivation was reportedly low for Rikers Island participants because of their anxiety over upcoming trials, but teachers said they were able to take this into account in their lessons. At another site, in what the teacher called a "devastated" area where drugs and weapons were readily available, the teacher was also able to tailor lessons toward the needs and moods of the students, as for example, following a violent incident at the group home.

Although most teachers stated that the agencies were fully cooperative, two said their contact with agency staff was minimal and at another site staff reportedly did not encourage or enforce attendance.

In response to a recommendation made in the 1982 evaluation, this year six educational assistants were hired, compared to only one during the previous cycle. The additional educational assistants were seen as very beneficial; at two sites which did not have them, they were requested for future programs.

III. EVALUATION OF STUDENT ACHIEVEMENT

This chapter presents the results of analyses of data on pupil achievement, attendance, and the description of the student population. These data were recorded by program teachers on O.E.E.-developed data retrieval forms.

FINDINGS

A total of 780 students participated in the 1983 summer program, 671 males and 109 females. Students ranged in age from seven to 21 years; 90 percent were 15 or older. Delinquency was the main reason given for students' residence in the institutions. Over 84 percent of the students were classified as delinquent and more than two-thirds were served at the two Rikers Island sites.

Instruction was scheduled for five days a week, three hours a day, for a total of 30 days; most students (81 percent) received instruction for three hours a day and the others received less, usually 90 minutes, because of rotating schedules. Attendance ranged from zero to 30 sessions and averaged about 13 sessions; only about one-third of the participants attended 15 or more.

Pupil Achievement Objective

The pupil achievement objective was for participating students to master at least 75 percent of their short-term instructional objectives, as measured by ongoing administration of the Career Education/Pre-vocational Skills Assessment Inventory, or, for younger or lower functioning students, the Activities of Daily Living Skills Assessment Inventory. (The addition of daily living skills, as well as linking

objectives to instructional planning, reflect modifications made during the 1982-83 full-year program.) Complete achievement data were reported for 559 students (82 percent); other students had short periods of residence (13 percent), low attendance (3 percent), or were discharged (2 percent).

In order to determine whether the objective was attained, percentage of skills mastered, out of the total number attempted, was determined for each student. These data, which are presented in Table 1, indicated that almost all (98.8 percent) of the participants mastered at least 75 percent of their short-term instructional objectives and 81.7 percent mastered all. Accordingly, the objective was essentially met.

A frequency distribution of total number of objectives mastered, which is presented in Table 2, indicated that nearly all participants (97.9 percent) mastered at least one short-term instructional objective and 76.1 percent mastered three or more. Moreover, a Pearson product-moment correlation coefficient of 0.66 ($p < .05$) indicated that there was a strong relationship between program attendance and student mastery. Indeed, 44 percent of the variance in mastery was accounted for by attendance.

Further analyses were conducted comparing the dates when instruction began with the dates when mastery was demonstrated. For each student the percentage of his or her objectives that were mastered on the same day that instruction was initiated was computed and a frequency distribution was prepared. Results indicated that about six percent of the students mastered all of their short-term objectives in one day of instruction,

Table 1

Number and Percentage of Students Meeting the
Achievement Objective of Mastery of at Least 75 Percent
of their Short-Term Instructional Objectives

Percentage Mastery	Number of Students	Percent of Population	Cumulative Percent
<u>Students Receiving Career Education Instruction</u>			
100	402	82.0	82.0
75 - 99	82	16.7	98.7
0	6	1.2	99.9 ^a
	<u>490</u>		
<u>Students Receiving Daily Living Skills Instruction</u>			
100	18	81.8	81.8
75 - 99	3	13.6	95.4
0	1	4.5	99.9 ^a
	<u>22</u>		
<u>All Program Participants</u>			
100	445	81.7	81.7
75 - 99	93	17.1	98.8
0	7	1.3	100.1 ^a
	<u>545^b</u>		

^aDoes not total 100 percent because of rounding.

^bDoes not equal total number of students because of coding errors.

- Nearly 99 percent of the program participants met the pupil achievement objective of mastery of at least 75 percent of their short-term instructional objectives. Accordingly the criterion of 100 percent of the students was essentially met and the objective was attained.

Table 2
Frequency Distribution of Mastery of
Short-term Instructional Objectives
by All Program Participants

Number of Objectives	Number of Students	Percent of Population	Cumulative Percent
21 or more	51	9.1	9.1
16 - 20	56	10.0	19.1
11 - 15	77	13.8	32.9
10	14	2.5	35.4
9	18	3.2	38.6
8	22	3.9	42.5
7	19	3.4	45.9
6	35	6.3	52.2
5	31	5.5	57.7
4	53	9.5	67.2
3	50	8.9	76.1
2	61	10.9	87.0
1	61	10.9	97.9
0	<u>11</u> 559	2.0	99.9 ^a

^aDoes not total 100 percent because of rounding.

- Nearly 98 percent of the students mastered at least one new skill and over three-fourths (76.1 percent) mastered three or more.

nearly half (43.6 percent) mastered between 80 and 100 percent of their objectives in one day of instruction, and the rest (50.5 percent) took at least two days to master every objective.

Career Education Skills

In all, 490 students were assessed on the Career Education/Pre-vocational Skills Assessment Inventory. Of these, 484 (98.7 percent) mastered at least 75 percent of their short-term instructional objectives and 402 (82 percent) mastered all. (These data are presented in Table 1.)

A frequency distribution of total number of career education objectives mastered, presented in Table 3, indicated that nearly all (98.4 percent) mastered at least one skill and 75 percent mastered three or more. Instruction was most frequently given in the areas of career consciousness, the economics of work, and applying for a job. These data, which are presented in Table 4, paralleled the findings from the classroom observations.

Daily Living Skills

For 22 program participants (4 percent) achievement was measured with the Activities of Daily Living Skills Assessment Inventory. Of these, 21 (95.4 percent) mastered at least 75 percent of their short-term instructional objectives and 18 (81.8 percent) mastered all. (See Table 1.)

A frequency distribution of total number of objectives mastered indicated that nearly all (95.4 percent) of the students receiving instruction in daily living skills mastered at least one objective and 72.7 percent mastered five or more. (See Table 5.)

Table 3
Frequency Distribution of Mastery of
Short-term Instructional Objectives
by Students Receiving Career Education Instruction

Number of Objectives	Number of Students	Percent of Population	Cumulative Percent
21 or more	50	10.0	10.0
16 - 20	51	10.2	20.2
11 - 15	53	10.6	30.8
10	11	2.2	33.0
9	14	2.8	35.8
8	19	3.8	39.6
7	16	3.2	42.8
6	33	6.6	49.4
5	28	5.6	55.0
4	52	10.5	65.5
3	47	9.5	75.0
2	60	12.1	87.1
1	56	11.3	98.4
0	7 497	1.4	99.8 ^a

^aDoes not total 100 percent due to rounding.

- Over 98 percent of the students receiving career education instruction mastered at least one new skill and 75 percent mastered three or more.

Table 4
Number and Percentage of Students Instructed
in Each Career Education Skill Area

N = 497

Area	Number of Students	Percent
1. Career Consciousness	207	41.6
2. Career Orientation	127	25.6
3. Career Exploration	157	31.6
4. Career Competence	100	20.1
5. Career Choice	154	31.0
6. Applying for a Job	188	37.8
7. Job Interview	63	12.7
8. Work Habits	96	19.3
9. Rules	31	6.2
10. Work Routines	87	17.5
11. Adaptation of Routines	44	8.9
12. Work Attitudes	57	11.5
13. Safety	2	0.4
14. Economics of Work	195	39.2
15. Career Changes	21	4.2

- Instruction was most frequently given in the areas of career consciousness, economics of work, and applying for a job.

Table 5

Frequency Distribution of Mastery of
Short-term Instructional Objectives by Students
Receiving Activities of Daily Living Skills Instruction

Number of Objectives	Number of Students	Percent of Population	Cumulative Percent
11 or more	9	40.9	40.9
5 - 10	7	31.8	72.7
4 or fewer	5	22.7	95.4
0	$\frac{1}{22}$	4.6	100.0

- All but one of the 22 students instructed in daily living skills mastered at least one objective. Nearly three-fourths (72.7 percent) mastered five or more skills.

IV. CONCLUSIONS AND RECOMMENDATIONS

The 1983 summer E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program provided supplementary career education and daily living skills instruction to 780 students residing in facilities for neglected and delinquent children and youth; compared to recent cycles, more than three times as many students were served this year. Analyses of the pupil achievement data indicated that the program was highly effective in meeting its proposed goals. Nearly all (98.8 percent) of the participating students met the achievement objective of mastery of at least 75 percent of their short-term instructional objectives and 81.7 percent mastered all. Accordingly, the criterion of 100 percent was essentially met and the pupil achievement objective was attained.

Analyses of the number of skills mastered showed that nearly all participants (97.9 percent) mastered at least one skill and 76.1 percent mastered three or more. A Pearson product-moment correlation coefficient of 0.66 ($p < .05$) indicated that there was a strong relationship between program attendance and student mastery.

The program continued to implement recommendations from previous cycles for early pre-planning and, in response to a recommendation from the evaluation of the 1982 program, hired paraprofessional educational assistants to help with individualization of instruction. Finally, in a continuation of modifications made during the 1982-83 full-year program, assessment of student progress was linked to on-going instructional planning which was expanded to include activities of daily living skills, as well as career education.

For continued effectiveness of this program it is recommended that pre-planning again be initiated as early as possible and that paraprofessionals be hired for all sites where staff feel they would improve program service.